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VIEWPOINT

STUDENT'S BOOK

2

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Viewpoint Level 2 Scope and sequence

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Speaking naturally
A great read pages 10–19	<ul style="list-style-type: none"> • Talk about types of literature, reading habits, and favorite authors. • Discuss the pros and cons of reading and writing blogs. • Analyze and interpret a poem. 	<ul style="list-style-type: none"> • Use auxiliary verbs, <i>to</i>, <i>one</i>, and <i>ones</i> to avoid repeating words and phrases. 	<ul style="list-style-type: none"> • Idiomatic expressions for understanding (<i>I can't make heads or tails of it</i>) and remembering (<i>It's on the tip of my tongue</i>) • Synonyms (<i>enduring - lasting</i>) 	<ul style="list-style-type: none"> • Use stressed auxiliary verbs (<i>do</i>, <i>does</i>) before main verbs to add emphasis. • Use <i>if so</i> to mean "if this is true," and <i>if not</i> to mean "if this is not true." 	<ul style="list-style-type: none"> • Stressing auxiliaries for emphasis page 138
Technology pages 20–29	<ul style="list-style-type: none"> • Talk about technology and its impact on your life. • Discuss the issue of privacy vs. security. • Evaluate the pros and cons of modern conveniences. • Discuss how you respond to new technologies. 	<ul style="list-style-type: none"> • Add information to nouns with different types of expressions. • Use two-part conjunctions like <i>either . . . or</i> to combine ideas. 	<ul style="list-style-type: none"> • Compound adjectives to describe technology (<i>high-speed</i>, <i>energy-efficient</i>) • Suffixes (<i>innovation</i>, <i>radical</i>) 	<ul style="list-style-type: none"> • Use adverbs like <i>predictably</i> and <i>apparently</i> to express what you predict, expect, etc. • Emphasize that something is impossible with <i>can't / couldn't possibly</i>. 	<ul style="list-style-type: none"> • Stress in noun phrases page 138
Society pages 30–39	<ul style="list-style-type: none"> • Talk about different social pressures that you and others face. • Discuss the challenges of starting college and other new experiences. • Discuss how children put pressure on parents. • Evaluate gender differences in language. 	<ul style="list-style-type: none"> • Use participle clauses to link events and add information about time or reason. • Add emphasis with <i>so . . . that</i>, <i>such . . . that</i>, <i>even</i>, and <i>only</i>. 	<ul style="list-style-type: none"> • Expressions with <i>take</i> (<i>take advantage of</i>, <i>take credit for</i>) • Synonyms (<i>often - frequently</i>; <i>show - reveal</i>) 	<ul style="list-style-type: none"> • Express a contrasting view with expressions like <i>having said that</i> and <i>then again</i>. • Use <i>even so</i> and <i>even then</i> to introduce a contrasting idea. 	<ul style="list-style-type: none"> • Stress in expressions of contrast page 139
Checkpoint 1 Units 1-3 pages 40-41					
Amazing world pages 42–51	<ul style="list-style-type: none"> • Talk about the natural world. • Present information about a member of the animal kingdom. • Consider the impact that humans have on nature. 	<ul style="list-style-type: none"> • Use future perfect forms to talk about the past in the future. • Use prepositions and prepositional phrases to combine ideas. 	<ul style="list-style-type: none"> • Expressions to describe the behavior of wildlife (<i>hibernate</i>, <i>predator</i>) • Suffixes with <i>-able</i> (<i>remarkable</i>, <i>valuable</i>) 	<ul style="list-style-type: none"> • Use expressions like <i>What's more</i> to add and focus on new ideas. • Use <i>in any case</i> and <i>in any event</i> to strengthen arguments and reach conclusions. 	<ul style="list-style-type: none"> • Stress in adding expressions page 139

Listening	Reading	Writing	Vocabulary notebook	Grammar extra
<p><i>The blogosphere</i></p> <ul style="list-style-type: none"> • A presenter shares statistics about blogging. <p><i>My interpretation is . . .</i></p> <ul style="list-style-type: none"> • Someone gives an interpretation of a poem. 	<p><i>A brief history of poetry</i></p> <ul style="list-style-type: none"> • An article about different types of poetry through history 	<ul style="list-style-type: none"> • Write a review of a book you have enjoyed. • Describe, evaluate, and recommend a book. • Coordinate adjectives. • Avoid errors with <i>yet</i>. 	<p><i>Heads or tails</i></p> <ul style="list-style-type: none"> • Think of situations when you can use certain idioms. 	<ul style="list-style-type: none"> • More on auxiliary verbs to avoid repetition • <i>too, either, so, neither, and (to) do so</i> • More on using <i>to</i> to avoid repeating verb phrases • More on <i>one / ones</i> to avoid repeating countable nouns <p>pages 144–145</p>
<p><i>Privacy or convenience?</i></p> <ul style="list-style-type: none"> • Two friends discuss privacy and fingerprinting. <p><i>How do you multitask?</i></p> <ul style="list-style-type: none"> • Three conversations about multitasking 	<p><i>As technology changes, so do adoption life cycles.</i></p> <ul style="list-style-type: none"> • An article about the willingness of consumers to invest in new technology 	<ul style="list-style-type: none"> • Write a report about Internet use. • Describe graphs, charts, and tables. • Describe and compare statistics. • Avoid errors with <i>as can be seen</i>, etc. 	<p><i>High-tech gadgets</i></p> <ul style="list-style-type: none"> • Use compound adjectives with nouns to say something true about your life. 	<ul style="list-style-type: none"> • Adjectives after nouns • Negative phrases after nouns • More on two-part conjunctions • Two-part conjunctions with phrases and clauses <p>pages 146–147</p>
<p><i>It's an issue . . .</i></p> <ul style="list-style-type: none"> • Two people discuss the challenges when kids become more independent. <p><i>Language and gender</i></p> <ul style="list-style-type: none"> • A professor introduces a course on language and gender. 	<p><i>Spring semester courses in Language and Society</i></p> <ul style="list-style-type: none"> • Course outlines of classes about language and society 	<ul style="list-style-type: none"> • Write an evaluation of a course. • Plan and write an evaluative report. • Express results in writing. • Avoid errors with <i>therefore</i>. 	<p><i>Take credit!</i></p> <ul style="list-style-type: none"> • Write sentences that paraphrase the meaning of new expressions. 	<ul style="list-style-type: none"> • Clauses with prepositions and conjunctions + <i>-ing</i> • Passive forms of participle and time clauses • More on <i>so</i> and <i>such</i> • More on <i>even</i> and <i>only</i> <p>pages 148–149</p>
Checkpoint 1 Units 1-3 pages 40-41				
<p><i>The Antarctic</i></p> <ul style="list-style-type: none"> • An expert answers questions about Antarctica. <p><i>The genius of the natural world</i></p> <ul style="list-style-type: none"> • A presenter shares ideas about how biomimicry could solve problems. 	<p><i>How nature inspires science – a look at some notable inventions</i></p> <ul style="list-style-type: none"> • An article about how nature inspires innovation 	<ul style="list-style-type: none"> • Write a persuasive essay about an environmental concern. • Use academic prepositions and impersonal <i>one</i>. • Avoid errors with <i>upon</i>. 	<p><i>Golden eggs</i></p> <ul style="list-style-type: none"> • Notice the use of specialized vocabulary in general English or in idioms. 	<ul style="list-style-type: none"> • More on the future perfect • The future perfect for predictions and assumptions • Formal prepositional expressions • More on <i>the fact that</i>; prepositions + perfect forms <p>pages 150–151</p>

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Speaking naturally
Unit 5 Progress pages 52–61	<ul style="list-style-type: none"> • Talk about inventions, progress, and human achievements. • Evaluate the motivation of people who are driven to perform dangerous feats. • Discuss the pros and cons of research. • Discuss inventions and innovations. 	<ul style="list-style-type: none"> • Use adverbs with continuous and perfect forms of the passive. • Use past modals with the passive. 	<ul style="list-style-type: none"> • More formal adjectives (<i>obsolete, portable</i>) • Adjectives into nouns (<i>convenient – convenience; easy – ease</i>) 	<ul style="list-style-type: none"> • Use expressions like <i>Let's put it this way</i> to make a point. • Use expressions like <i>Maybe (not), Absolutely (not),</i> and <i>Not necessarily</i> in responses. 	<ul style="list-style-type: none"> • Stress expressions page 140
Unit 6 Business studies pages 62–71	<ul style="list-style-type: none"> • Talk about business and retail. • Consider the motivations behind shopping habits. • Evaluate the benefits of online and instore shopping. • Present the advantages of big business and small business. 	<ul style="list-style-type: none"> • Use relative clauses that begin with pronouns or prepositions. • Use <i>some, any, other, others,</i> and <i>another</i> to refer to people and things. 	<ul style="list-style-type: none"> • Verbs that mean <i>attract</i> and <i>deter</i> (<i>entice, discourage</i>) • Adjectives (<i>malicious, vulnerable</i>) 	<ul style="list-style-type: none"> • Use negative and tag questions to persuade others of your point of view. • Use <i>granted</i> to concede points. 	<ul style="list-style-type: none"> • Prepositions in relative clauses page 140
Checkpoint 2 Units 4–6 pages 72–73					
Unit 7 Relationships pages 74–83	<ul style="list-style-type: none"> • Talk about relationships, marriage, and family life. • Discuss the most important issues to consider before getting married. • Talk about the best ways to meet people. • Evaluate the pros and cons of monitoring family members. 	<ul style="list-style-type: none"> • Use conditional sentences without <i>if</i> to hypothesize. • Use <i>wh</i>-clauses as subjects and objects. 	<ul style="list-style-type: none"> • Binomial expressions with <i>and, or, but</i> (<i>give and take, sooner or later, slowly but surely</i>) • Building synonyms (<i>see – perceive; improve – enhance</i>) 	<ul style="list-style-type: none"> • Use expressions like <i>in the end</i> and <i>in a word</i> to summarize or finish your points. • Use <i>then</i> and <i>in that case</i> to draw a conclusion from something someone said. 	<ul style="list-style-type: none"> • Binomial pairs page 141
Unit 8 History pages 84–93	<ul style="list-style-type: none"> • Talk about people and events in history. • Determine what makes a historical event “world-changing.” • Talk about the importance of one's family history. 	<ul style="list-style-type: none"> • Use the perfect infinitive to refer to past time. • Use cleft sentences beginning with <i>It</i> to focus on certain nouns, phrases, and clauses. 	<ul style="list-style-type: none"> • Adjective antonyms (<i>lasting – temporary; superficial – profound</i>) • Metaphors (<i>sift, bring to life</i>) 	<ul style="list-style-type: none"> • Use expressions like <i>Let's not go there</i> to avoid talking about a topic. • Respond with <i>That's what I'm saying</i> to focus on your viewpoint. 	<ul style="list-style-type: none"> • Saying perfect infinitives page 141

Listening	Reading	Writing	Vocabulary notebook	Grammar extra
<p><i>Kristen Ulmer – a world-class extreme skier</i></p> <ul style="list-style-type: none"> • A reporter relates her conversation with Kristen Ulmer. <p><i>What's the point of research?</i></p> <ul style="list-style-type: none"> • Two people discuss the benefits and drawbacks of research. 	<p><i>Invention: inspired thinking or accidental discovery?</i></p> <ul style="list-style-type: none"> • An article about how inventions come about 	<ul style="list-style-type: none"> • Write an opinion essay about technological progress. • Compare and contrast arguments. • Use <i>it</i> clauses + passive to say what people think. • Avoid errors with <i>affect</i> and <i>effect</i>. 	<p><i>Old or ancient?</i></p> <ul style="list-style-type: none"> • Learn synonyms to express basic concepts in formal writing. 	<ul style="list-style-type: none"> • Adverbs in present past passive verb phrases • Adverbs in perfect verb phrases • Adverbs and past modal verb phrases • Questions with passive past modals <i>pages 152–153</i>
<p><i>Too good to be true?</i></p> <ul style="list-style-type: none"> • Four consumer experts talk about special promotions. <p><i>The top threats</i></p> <ul style="list-style-type: none"> • A business expert discusses the risks of running a business. 	<p><i>Data leakage – Are you protected?</i></p> <ul style="list-style-type: none"> • An article about keeping a business's information secure 	<ul style="list-style-type: none"> • Write a report on data security. • Use modals to avoid being too assertive and to make recommendations. • Use expressions to describe cause (<i>This may be the result of . . .</i>). • Avoid errors with <i>can</i> and <i>could</i>. 	<p><i>It's tempting.</i></p> <ul style="list-style-type: none"> • Write word family charts. 	<ul style="list-style-type: none"> • Pronouns and numbers in relative clauses • Nouns in relative clauses • <i>other, every other, other than</i> • More on <i>another</i> <i>pages 154–155</i>
Checkpoint 2 Units 4–6 pages 72–73				
<p><i>Bringing up baby?</i></p> <ul style="list-style-type: none"> • A student talks about his experience with a "baby simulator." <p><i>Keeping tabs on the family</i></p> <ul style="list-style-type: none"> • A family counselor discusses using technology to keep track of family members. 	<p><i>Technology – is it driving families apart?</i></p> <ul style="list-style-type: none"> • An article about how technology impacts family dynamics 	<ul style="list-style-type: none"> • Write a magazine article about how to enhance friendships. • Express number and amount with expressions like <i>a number of, a great deal of</i>. • Avoid errors with <i>a number of, etc.</i> • Use expressions like <i>affect, have an effect on</i> to describe effects. 	<p><i>Now or never</i></p> <ul style="list-style-type: none"> • Use expressions in sentences that are personally meaningful. 	<ul style="list-style-type: none"> • More on inversions • More on <i>what</i> clauses • <i>what</i> clauses with passive verbs and modals in writing <i>pages 156–157</i>
<p><i>Tracing family histories</i></p> <ul style="list-style-type: none"> • Two friends talk about their family backgrounds. <p><i>Citizen participation projects</i></p> <ul style="list-style-type: none"> • A lecturer describes projects that help uncover the past. 	<p><i>The Ancient Lives Project</i></p> <ul style="list-style-type: none"> • An article about the collaboration between experts and volunteers in piecing together the past 	<ul style="list-style-type: none"> • Write a narrative essay about your family or someone you know. • Order events in the past. • Avoid errors with <i>in the end</i> and <i>at the end</i>. 	<p><i>Deep, low, high</i></p> <ul style="list-style-type: none"> • Look up the synonyms and antonyms of new words. 	<ul style="list-style-type: none"> • More on perfect infinitives • The perfect infinitive after adjectives and nouns • More on cleft sentences with <i>it + be</i> • <i>it + be + noun phrase</i> in writing <i>pages 158–159</i>

	Functions / Topics	Grammar	Vocabulary	Conversation strategies	Speaking naturally
Unit 9 Engineering wonders pages 94–103	<ul style="list-style-type: none"> • Talk about feats, challenges, and developments in engineering. • Evaluate the priorities in research and development. • Discuss the usefulness of robots. 	<ul style="list-style-type: none"> • Use <i>-ever</i> words in talking about unknown people or things. • Use negative adverbs (<i>never, not only</i>) + inversion to start a sentence for emphasis. 	<ul style="list-style-type: none"> • Vocabulary of engineering projects (<i>erect, install</i>) • Verbs (<i>interact, determine</i>) 	<ul style="list-style-type: none"> • Use expressions like <i>given</i> or <i>considering</i> to introduce facts that support your opinions. • Emphasize negative phrases with <i>at all</i> and <i>whatsoever</i>. 	<ul style="list-style-type: none"> • Intonation background information page 142

Checkpoint 3 Units 7–9 pages 104–105

Unit 10 Current events pages 106–115	<ul style="list-style-type: none"> • Talk about the news, who reports it, and how. • Discuss if speed or accuracy is more important in news reporting. • Evaluate how much you trust what you hear or read in the news. 	<ul style="list-style-type: none"> • Use continuous infinitive forms to report events in progress. • Use the subjunctive to describe what should happen, what is important, and to refer to demands and recommendations. 	<ul style="list-style-type: none"> • Noun and verb collocations (<i>undergo surgery, contain an oil spill</i>) • Vocabulary to express truth or fiction (<i>verify, fabricate</i>) 	<ul style="list-style-type: none"> • Highlight topics by putting them at the start or end of what you say. • Use <i>this</i> and <i>these</i> to highlight information and <i>that</i> and <i>those</i> to refer to known information. 	<ul style="list-style-type: none"> • Stress and intonation page 142
Unit 11 Is it real? pages 116–125	<ul style="list-style-type: none"> • Talk about whether information is true or not. • Consider how you would handle an emergency. • Talk about white lies and if they're ever acceptable. • Discuss if art forgers are still true artists. 	<ul style="list-style-type: none"> • Use <i>be to</i> to refer to fixed or hypothetical future events. • Use passive verb complements. 	<ul style="list-style-type: none"> • Idioms and phrasal verbs with <i>turn</i> (<i>turn over a new leaf, turn around</i>) • Words in context (<i>lucrative, laborious</i>) 	<ul style="list-style-type: none"> • Use expressions like <i>That doesn't seem right</i> to express concerns. • Use <i>to me, to her</i>, etc. to introduce an opinion. 	<ul style="list-style-type: none"> • Stress in longer idioms page 143
Unit 12 Psychology pages 126–135	<ul style="list-style-type: none"> • Talk about being independent, the psychology of attraction, and the brain. • Discuss the differences between online and in-person relationships. • Discuss stereotypes. 	<ul style="list-style-type: none"> • Use objects + <i>-ing</i> forms after prepositions and verbs. • Use reflexive pronouns — including to add emphasis — and <i>each other / one another</i>. 	<ul style="list-style-type: none"> • Phrasal verbs (<i>go by, pick up on</i>) • Expressions with <i>be, do, go, have, take</i> (<i>be close to, have to do with</i>) 	<ul style="list-style-type: none"> • Use expressions like <i>I can see it from both sides</i> and <i>by the same token</i>. • Use <i>to put it + adverb</i> to indicate your meaning behind an opinion. 	<ul style="list-style-type: none"> • Stress with reflexive pronouns page 143

Checkpoint 4 Units 10–12 pages 136–137

Listening	Reading	Writing	Vocabulary notebook	Grammar extra
<i>Other amazing feats</i> <ul style="list-style-type: none"> Three documentaries describe marvels of engineering. <i>Is she for real?</i> <ul style="list-style-type: none"> A radio interview about a robot. 	<i>Robots</i> <ul style="list-style-type: none"> An article about the widespread use of robots in society 	<ul style="list-style-type: none"> Write an essay about whether robots can replace humans. Express alternatives. Avoid errors with <i>would rather / rather than</i>. 	<i>How do you do it?</i> <ul style="list-style-type: none"> Ask yourself questions using new vocabulary. 	<ul style="list-style-type: none"> <i>whatever, whichever, whoever</i> as subjects and objects Patterns with <i>however</i> and <i>whatever</i> More on inversion Inversion with modals and in passive sentences <i>pages 160–161</i>

Checkpoint 3 Units 7–9 pages 104–105

<i>Journalism</i> <ul style="list-style-type: none"> A guest on a radio program discusses trends in journalism. 	<i>Establishing the truth: How accurate are news reports?</i> <ul style="list-style-type: none"> An article about issues in news reporting 	<ul style="list-style-type: none"> Summarize an article. Use subject-verb agreement. Avoid subject-verb agreement errors in relative clauses. 	<i>Trust your instincts</i> <ul style="list-style-type: none"> Find multiple verbs that collocate with the same noun. 	<ul style="list-style-type: none"> Simple vs. continuous infinitives More on perfect continuous infinitives More on the subjunctive The subjunctive and conditional sentences <i>pages 162–163</i>
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<i>Online lies</i> <ul style="list-style-type: none"> Two friends talk about the lies that people tell about themselves online. <i>Fakes of art!</i> <ul style="list-style-type: none"> A radio program profiles artist John Myatt. 	<i>Authenticating art</i> <ul style="list-style-type: none"> An article about the techniques used to identify art forgeries 	<ul style="list-style-type: none"> Write an essay about fake designer goods. Share your views and those of others. Use academic conjunctions and adverbs. Avoid errors with <i>provided that</i>. 	<i>Use it or lose it.</i> <ul style="list-style-type: none"> Use new vocabulary in imaginary conversations with a friend. 	<ul style="list-style-type: none"> More on <i>be to; be due to, be meant to</i> <i>be to</i> for orders and instructions More on passive perfect infinitives <i>would rather</i> <i>pages 164–165</i>
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<i>"Helicopter" parents</i> <ul style="list-style-type: none"> A mother and son talk about overprotective parents. <i>Understanding the brain – outcomes</i> <ul style="list-style-type: none"> Four professionals lecture about the impact of brain research on their fields. 	<i>The developing brain</i> <ul style="list-style-type: none"> An article about how brain development relates to behavior 	<ul style="list-style-type: none"> Write a report using statistics. Compare statistics. Use expressions like <i>twice as likely, four times more often</i>. Avoid errors with <i>twice</i>. 	<i>Pick and choose</i> <ul style="list-style-type: none"> Create a thesaurus. 	<ul style="list-style-type: none"> Common verbs, adjectives, and nouns + object + <i>-ing</i> More on reflexive pronouns Referring to unknown people <i>pages 166–167</i>
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Checkpoint 4 Units 10–12 pages 136–137

Unit

1

A great read

In Unit 1, you . . .

- talk about literature, reading habits, and favorite authors.
- avoid repeating words by using auxiliary verbs, *to*, and *one(s)*.
- use auxiliary verbs for emphasis.
- use *if so* and *if not* instead of repeating ideas.



Lesson A Memoirs

1 Grammar in context

A Read the six-word memoirs below. Can you guess the story behind each memoir?

Who are you – in six words? Our readers wrote their autobiographies in just six words.

a  **Lindsay**
Former accountant
now wears chef's
apron.

c  **Yoshio**
Traveled everywhere.
Saw everything.
Sadly, broke.

e  **Tim**
Every 10 years,
I reinvent myself.

b  **Dave**
Happily raising three
beautiful kids.
Exhausted!

d  **Sasha**
Studied hard. Good
degree. No job.

f  **Stella**
The good child –
until I wasn't!

B  **CD 1.02 Listen.** Which memoir is each person talking about? Write the letters a–f.

1. ____ “Like me he seems family oriented. He’s obviously enjoying family life – as I am. But he finds it hard. Most people do. I know my sister does. She has three children – all under six!”
2. ____ “Well, she obviously changed careers – a lot of people do these days. But it sounds like she took a risk by choosing a career that’s not as lucrative, which is what I did, too. I hope it works out for her. It did for me, but for some people it doesn’t.”
3. ____ “I’d say this person worked hard in college, which most students do. But it’s too bad he or she hasn’t gotten any work. I know a lot of graduates who haven’t. It’s so discouraging.”
4. ____ “Sounds like me. I was the perfect kid – made my bed, ate my vegetables, and my brothers never did. At college I went wild, as a lot of kids do. Dyed my hair pink . . .”
5. ____ “This person clearly likes change. Actually, I’m thinking of making a big change in my life. I’m contemplating volunteering. I think it’s a great idea, but my family doesn’t for some reason.”
6. ____ “He must have traveled all over. I’d love to do that. I haven’t been abroad once. Most of my friends haven’t either. I’m saving up for a trip, and so is one of my friends. So maybe soon.”

About
you

C Pair work Discuss the questions below. Do you agree?

Which memoir writer in your view . . .

- seems happiest?
- might be least satisfied?
- has had the best experiences?
- has taken the most risks?
- has had the best education?
- is the most successful?
- seems the most interesting person?
- is most like someone you know?

2 Grammar Avoiding repetition 1

Figure
it out

A How do the speakers in Exercise 1B avoid repeating the same or similar words? Rewrite the underlined parts of the sentences. Then read the grammar chart.

- Well, she obviously changed careers – a lot of people change careers these days.
- I hope it works out for her. It worked out for me, but for some people it doesn't work out.
- She still hasn't gotten any work. I know a lot of graduates who haven't gotten any work.

Auxiliary verbs

Grammar extra
See page 144.

You can avoid repeating words by using auxiliary verbs (e.g., *be*, *have*, *do*).

The auxiliary can be in the same tense as the first verb.

*He's obviously enjoying it – as I **am**.* (= am enjoying it)
*I think it's a great idea, but my family **doesn't**.* (= doesn't think it's a great idea)
*She took a risk, which is what I **did**, too.* (= took a risk)
*I haven't been abroad. My friends **haven't** either.* (= haven't been abroad)

The auxiliary can also be in a different tense

*She obviously changed careers – a lot of people **do** these days.* (= change careers)
*I hope it works out. It **did** for me.* (= worked out)

B Complete the conversations. Use auxiliary verbs. Then practice with a partner.

- A** Have you ever taken any risks in life?
B No, I suppose I haven't really. I went to college, as my brother _____. It was expected, I guess. And I went into dentistry, which is what my dad _____, too. I guess I don't like taking risks. My brother _____, though. He gave up a good career to go into music.
- A** So, what's one of the best experiences you've had in life?
B Well, I guess I've been lucky. I met the perfect guy. And you know, a lot of people _____. And we don't have any financial worries. That's nice. Many couples _____ these days.
- A** Have you ever made a decision you regret?
B Well, let's see. I had the opportunity to go to China on a school trip, but I didn't go. Some of my friends _____, either. But I wish I had. I think they're planning a trip for next year – I hope they _____, anyway. I won't say no next time.
- A** Have you traveled much? I mean, where have you been?
B Well, I haven't traveled much, though all my friends _____. I think it's good to travel, but my parents _____. They worry about me being safe.

About
you

C **Pair work** Ask and answer the questions in Exercise B. Give your own answers.

3 Viewpoint My life

Group work Write your own six-word "memoir" on a piece of paper. Then mix up the papers and take turns reading each one aloud. What can you guess about the writer? Make comparisons with other people. Can you guess who wrote it?

Loving life. School. Family.
Friends. Basketball.

In conversation ...


You can use *-ly* adverbs to show your attitude to what you say.

"This person is obviously enjoying life – as I am."

Lesson B Favorite books

1 Vocabulary in context

A What are some classic works of literature? Who wrote them? Make a list.

B  **CD 1.03** Listen to people talk about their reading habits. What does each person like to read?

War and Peace by Leo Tolstoy
The Tale of Genji by Murasaki Shikibu
Iracema by José de Alencar

They say young people don't read literature anymore, so we interviewed people to find out.

Who's your favorite author?

"Well, let's see. . . I love Isabel Allende's novels. Her best one was . . . oh, wait. **It's on the tip of my tongue**, um, . . . *The Stories of Eva Luna*. I would love to write like her, but I'll never be able to. She's so talented, and she tells these amazing, magical stories. I've read every book she's ever written. I hope she writes a new one soon." – Michael

What classic literature have you read?

"I enjoy reading Shakespeare. We had to read his plays in college – well, we were supposed to – but they were too difficult, and I **couldn't make heads or tails of** them. It can be hard to **get your head around** the language. But actually, once you **come to grips** with it, you can see how the plots and characters are still relevant today." – Maiko



What's your favorite piece of literature?

"Interestingly enough, it's actually a poem. It's one I **learned by heart** when I was a kid. It's about cats, and I can still recite the whole thing. I can't remember who wrote it, though. As kids we used to love reading poems out loud. I still like to, actually." – Anita

What did you read most recently?

"**Off the top of my head**, I can't think of anything. Um, let's think. No, nothing **comes to mind**. I don't read a lot of books, but the ones I like tend to be things like biographies, um, nonfiction, where you learn something and **get something out of it**. I don't **see the point** of reading stories that are just made up." – Carlos

Is it important to read classic literature?

"Not really. **It's beyond me** why people think you should read the classics. You don't have to. I know I probably shouldn't read trashy novels, and I try not to, but some of my favorite books are just cheap romance novels by unknown authors. They're the ones that **stick in my mind**." – Sierra

What are you reading right now?

"Actually, to tell the truth, I don't read much nowadays. I used to. In fact, I was an avid reader; I used to read a lot, but these days I prefer not to. I listen to the radio more, or podcasts, because with, um, sorry . . . I **lost my train of thought**. Um, yeah." – Jackson

Word
sort

C Complete the idioms in the chart. Use the interviews above to help you. Then ask and answer the questions in Exercise B. Use at least six idioms in your answers.

Understanding	Remembering
I can't make <u>heads or tails of</u> it!	It's _____ my tongue.
It's hard to get your _____ around it.	We have to learn it by _____.
You have to come to _____ it.	I don't know off _____ my head.
You want to get something _____ it.	Nothing comes _____.
It's _____ me.	Sometimes I lose my _____.
I don't see _____ it.	Her stories _____ in my mind.

"I have lots of favorite authors, but one that comes to mind is Paulo Coelho."



See page 19.

2 Grammar Avoiding repetition 2

Figure
it out

A How might the people in the interviews continue this first sentence without repeating words? Choose words to delete or change. Then read the grammar chart.

I used to read a lot of trashy novels, but . . .

these days I'm not able to read a lot of trashy novels.

I wasn't supposed to read a lot of trashy novels.

I prefer not to read a lot of trashy novels nowadays.

I haven't read a trashy novel in ages.

the trashy novels I like have gotten too trashy.

Infinitive verb phrases; *one, ones*

Grammar extra
See page 145.

You can avoid repeating infinitive verb phrases by using *to* when it is clear what you mean.

I would love to write like her, but I'll never be able to. I mean, I'd like to, but . . .

We had to read Shakespeare's plays in college. Well, we were supposed to.

Notice the negatives with *try* and *prefer*.

I shouldn't read trashy novels, and I try not to, but . . .

I used to read a lot, but these days I prefer not to.

You can use *one* or *ones* to avoid repeating countable nouns. Don't use them after *my, your, his, etc.*, *some, any*, or *both* unless there is an adjective.

I've read all her books. Her best one is . . .

Of the books I read, the ones I like best are nonfiction.

Common errors

You can omit *one / ones* after *first, second, next, best*, but not after *new, big, small, long*, etc.

I hope she writes a new one. (NOT . . . a new.)

B How can you avoid repetition in some of these sentences? Delete words or use *one / ones*. Write *one* or *ones* in parentheses where they are optional.

- These days I hardly ever pick a book up. Well, I tend not to pick up a book. I'd rather read a magazine.
- There's a lot of literature I haven't read. I've never read *Moby Dick*, but I'd like to read *Moby Dick* one day.
- I read plays, especially modern plays. My favorite playwright is Arthur Miller.
I've read all his plays. His best play is *The Crucible*. Though you have to see it performed to really get something out of it.
- In elementary school, we had to learn poems by heart. At least we were supposed to learn poems by heart.
- I read for half an hour in bed every night before I go to sleep. Well, I try to read for half an hour in bed every night.
- I can't see the point of going into bookstores to buy print books. I tend not to go into bookstores to buy print books. My books are all downloaded onto a tablet. It's cheaper.
- It's beyond me why people don't listen to audio books more. I love autobiographies, and it's a great way to "read," especially long autobiographies. I always get new audio books if I'm able to get them.
- I still go to the library to borrow books. The books I get are usually historical novels. They're the best books.
- I haven't read much classic literature, but I like the work of Jane Austen. Some of her books are also movies, like *Emma* and *Pride and Prejudice*. Both movies are good, but the best movie is *Emma*. That sticks in my mind.



About
you

C **Pair work** Discuss the sentences in Exercise B. Are any of them true for you?

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CEFR

A1	TOUCHSTONE 1
A2	TOUCHSTONE 2
B1	TOUCHSTONE 3
B2	TOUCHSTONE 4
B2	VIEWPOINT 1
C1	VIEWPOINT 2

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